

McGill reporter

Friday, March 28, 1969

While the university was fortunate to get through Friday with relative calm prevailing, the underlying causes of the demonstration still remain with us. Irrespective of the labels which participating groups give themselves, irrespective of the nature of their leadership, and irrespective of the methods employed, "Operation McGill" has its roots in the Quebec fact and underneath are very real concerns shared by the majority of this province.

In this context what is the proper course of action for McGill?

We do not pretend to have all the answers, but we cannot take very seriously the notion of a unilingual French-speaking McGill, either as an immediate transformation or as a plausible role for the university in the foreseeable future. Nor do we believe that the five-year plan for introducing the French language to the university through curriculum and administrative practises as outlined by Michael Oliver, Vice-Principal (Academic) in a recent issue of *The Reporter* is a sufficient response to the McGill problem. Dr. Oliver's objectives of increasing Francophone registration to about 20 per cent, of providing full service to the non-university public and to Francophone students in the French language, and of offering a variety of courses in the French language in all faculties in addition to courses offered in English, although highly laudable steps in themselves constitute only minimal solutions to the basic problems that trouble McGill's relations with its French- and English-speaking constituents.

We fully understand that Dr. Oliver himself in no way intends that these proposals represent his or the university's final thinking on this question. We know it's only the beginning and note that he calls for "a lively discussion of the ways and means by which a more appropriate place can be found for the French language in the university."

In the eyes of most concerned Quebecers, McGill constitutes a menace to the French-Canadian way of life and Quebec's national purpose. In our view, what Dr. Oliver presented last week would not serve to diminish this threat and in his words "serve the needs of Anglophone students to become fully capable of contributing to a province where the language of the majority is French."

We do not suggest that McGill by itself is capable of preparing its students adequately for life in this province — this is something that can only come out of the aroused self-interest of the English-Quebec community. What we do say is that McGill can initiate a number of steps in this direction. It is no secret that many students and staff of the university quite openly question the relevance of the education they are receiving or giving in terms of the Quebec reality or even in terms of the promise of a functioning bilingual-bicultural Canada. Moreover they recognize that in order for the university to adapt to what is taking place in this country, it must first undertake a thorough re-examination of its educational programmes and governing structures in these terms. We are confident that out of this reappraisal, which had already begun in the Tripartite Commission on the Nature of the University, there will emerge a new academic, social, and cultural orientation.

An increased tempo of public relations activity is not a substitute for action. Public relations is more apt to cause self-deception and help us rationalize our unwillingness to act. What we need is communication — two-way communication that permits all of Quebec to share with us in the travail and results of our reassessment.

It is our great hope that Dr. Oliver's article represents a new willingness on the part of senior university officials to start down the road to redesigning the structures and changing the attitudes that presently make it difficult for McGill to respond to Quebec's needs and which foster so much distrust from within the province today.

University must remain as primarily English, Principal tells staff

Dr. H. Rocke Robertson, Principal and Vice-chancellor, declared Friday that McGill University must continue as "basically, primarily, plainly English-speaking."

The Principal was speaking before a general meeting of the university staff last Friday in the Leacock Auditorium at 12:00 noon.

"Expressed in terms of academic or curricular policy, this means to me that all our obligatory courses should be in English as should the bulk of our elective courses," he said.

Dr. Robertson added, however, that there were many places "unequally dispersed throughout the university, where there is ample academic justification for instituting elective courses in French, whereby the offerings of a department can be greatly enriched."

In this way, the university could enter "by the only proper means available to us, into the cultural life of our French colleagues, and this I say without any reservation, is a highly desirable objective for which we should strive."

For many years now, Dr. Robertson continued, the university had been considering the extent to which it should adopt

Excerpts of Dr. Robertson's address to the general meeting of the staff on Friday, March 28, are printed on page 2.

French in the administrative and academic parts of the university.

"There is no doubt in my mind that, for practical reasons, we must develop on the administrative side competence in both languages, and some time ago we started to move in this direction and by now we are fairly well advanced."

On the academic side, the situation was less clear and the Principal emphasized that there was no official policy.

"The matter has not yet been brought to Senate although it has been studied for some time by a sub-committee of the Academic Policy Committee. We shall, in time, develop a clear-cut policy; meanwhile, each of us should give the matter serious thought concerning the principles upon which our policy should be based."

Dealing with the demonstration of March 28, Dr. Robertson said he had good reason to believe that "some of our students and staff members have been involved in the planning of this demonstration."

He said he "can only disagree completely" with those who believed that McGill had

not been serving the province or the country well and that it would be better if it became a French-language university.

"As was pointed out in a recent editorial in *La Presse*, this sudden interest towards the Francophones in Quebec and the newborn love affair with Raymond Lemieux are indeed suspect, and I find it impossible to believe that the motive here is to help Quebec by these means any more than it has been to help McGill, its students and teachers during the past year or two.

"The motive as I see it in both cases is the same: to create confusion and chaos."

Arts Building serves as H.Q.

Inside the Arts Building Friday night, the demonstration at the Roddick Gates was both near and far. For this was the "headquarters" for both security and representatives of press, radio, and television.

Working from the Council Room, from 6:00 p.m. to 1:00 a.m., were members of the "headquarters" staff who directed security and stood by to make decisions affecting the campus and its buildings, as conditions might have called for. The "headquarters" was in direct telephone communication with all areas of the campus.

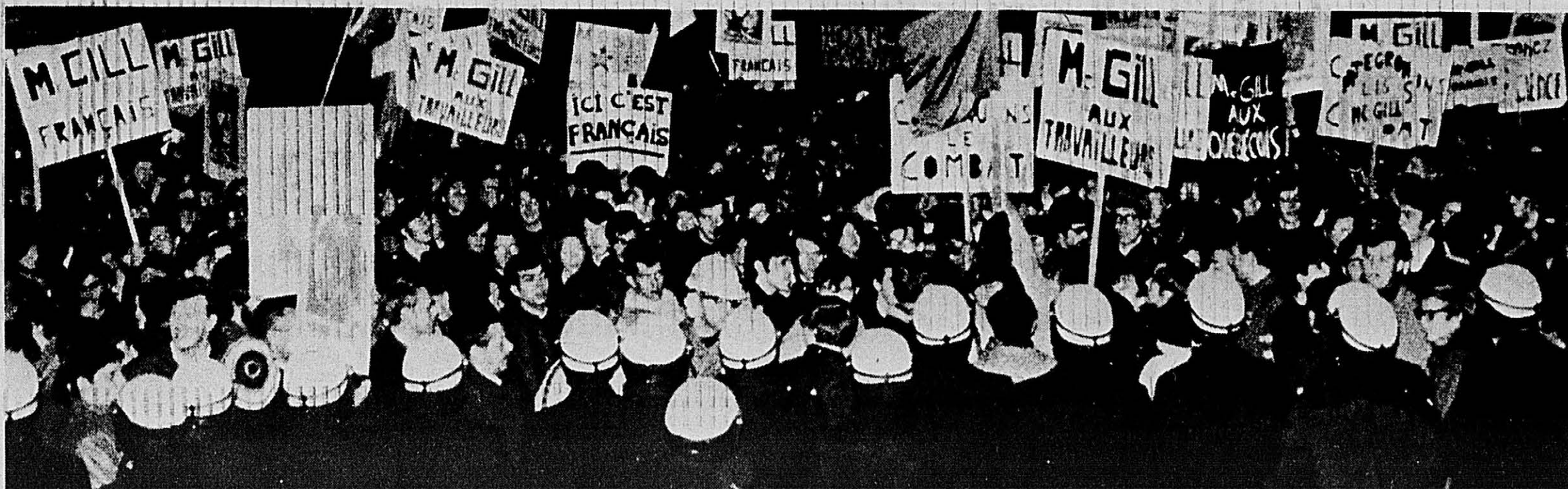
Those making up the staff were: the Chancellor, the Principal, Vice-Principals Shaw and Winkler, C.M. McDougall, registrar, A.D. Elliott, director of physical plant, P.A. Cunningham, superintendent of buildings and grounds, and J. E. Traynor, security officer.

On the same floor, two classrooms had been set aside as headquarters for press,

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Gray Arbitration continues today

The arbitration committee hearings in the case of political science lecturer Stanley Gray resume this morning at 10:00 a.m. in the Moot Court Room, Chancellor Day Hall. Admission for this meeting is restricted to members of the University community in possession of tickets; tickets not already claimed will be available at the door.



"Operation McGill" viewed from inside

by Nick Auf der Maur

Mr. Auf der Maur, associated with the CBC, has been following the progress of "Operation McGill" from its beginnings.

Aside from the aftermath of the Plains of Abraham, Friday night's march on McGill originated last October in Ste. Therese.

Students at Lionel Groulx CEGEP in Ste. Therese started off the series of revolts and occupations last fall which, in fact, culminated with the march on English Quebec's most sacred of sacred cows.

It was fitting that students at a CEGEP named after Lionel Groulx started the ball rolling; for Chanoine Lionel Groulx, the father of modern French Canadian nationalism, was one of the first to help rid French Canadians of the "on est né pour un p'tit pain" mentality.

For about 200 years French Canadians were afflicted with this sort of clerical vow of "p'tit pain." But the kids in the CEGEPs are the first-generation result in this change of mentality. They're part of the revolution of rising expectations that gave birth to the current independence movement and, as part of the process, the assault on McGill.

As Quebec's first class of "enragés," the CEGEP students were infuriated at what they felt was a gross deception meted out by the Québec government and whoever runs the economy. When the CEGEPs were first set up, thousands of young French Canadians, including a fairly significant number of older, former school dropouts, saw it as a chance to earn a share of the good life that the rest of North America seemed to enjoy.

Unlike most North American educational revolts, the October CEGEP protest included decidedly material complaints. The main complaints were: a) lack of university space and/or money to get there, b) the likely inability of the labor market to absorb the skills their education would give them.

(One fact that bears significant note is that Québec Education Minister Jean-Guy Cardinal never felt moved during the CEGEP revolt to give assurances that there was more than enough university space available. Only when McGill was threatened did those 25,000 university places mysteriously appear.)

And then, last December a group of Movement pour l'Integration Scolaire partisans supported by Raymond Lemieux occupied, almost as a lark, the computer data centre at McGill.

All this, coupled with a "prise de conscience" of the other contradictions in Québec society, gave birth to "Operation McGill."

In English Québec, people, especially the McGill Administration, remained totally oblivious to what was going on. Even the so-called radical McGill Daily failed to demonstrate any sympathy or find any justification for the occupation of the computer data centre. It justified its ignorance by consistently referring to the MIS as "the right-wing MIS."

However, a group of McGill radicals headed by Stanley Gray, felt moved to approach Raymond Lemieux and enquire about the score.

Once this was done, contact with the various CEGEP action committees and radical groups was established. And "Operation McGill" took shape.

Together, they mounted a fairly successful information campaign in the French press. The English press, exemplified by

The Gazette, tried desperately to avoid mention of the whole affair. But the mounting attention in the French Canadian milieu forced the McGill administration to take action.

Unaware of their position, they called in such experts as Claude Ryan, Roger Champoux, and venerable Lucien Langlois, to check out their image in French Canada. They engaged a supposedly French Canadian public relations firm to improve that image.

Previously in unconcerned bliss, they attempted to rehabilitate an image constructed over a period of 148 years. Suddenly, painfully aware of the need for good public relations in the "other" community, they bandied about facts such as "James McGill married a French Canadian, you know." They might have noted, as the Montreal Star did a few weeks ago, that he also owned black slaves.

Battle lines form

As March 28 drew closer, the battle lines started to form. On one side there was: the McGill administration faculty and 15,000 students in alliance with the municipal, provincial, and federal government, most of the establishment press, and the élites of both solitudes. Arrayed in a loose alliance on the other side were: Stanley Gray and about 200 McGill radicals, with an assortment of "revolutionary, nationalist, anarchist separatists."

Louis Joseph Papineau and Louis Riel would have been proud of the odds.

The police were called upon to do their work. They spied on student meetings with electronic gadgets (they were caught blue-handed once); they arrested and harassed "Operation McGill" types with search warrants for dynamite. In general, they kept an eye and hand on things.

What happened on March 28 is a matter for the record. The Gazette told us.

On Friday, The Gazette, opposite the editorial page, provided its readership with the entire background. The page contained an article about Shaw fighting for McGill; Laurier LaPierre defending its Québec context; the official Students' Society statement opposing "McGill Français"; and a small excerpt from a Claude Ryan pearl of wisdom. Not a word about the opinions of those marching.

And to cap it off, the early edition of The Saturday Gazette, printed Friday evening, mentioned the magnificent police precautions. A detailed article even went so far as to explain that the police took off their badges to prevent their coats from being torn "in scuffles."

Not a word that this is illegal. Not a word that in this, as in previous demonstrations, it prevents positive identification by badge number of policemen accused of brutality.

Senate meeting set for Wednesday

The next regular meeting of Senate will be held Wednesday, April 2, at 2:20 p.m. in the Council Room, eighth floor, Leacock Building. Tickets will be available on the same day at the Registrar's Office, Administration Building, commencing at 10:00 a.m.



Text of Principal's address to Staff

It is no exaggeration to say that, in my experience, this has been the most difficult year so far and I must say that, even though we are approaching its end, one does not see much lessening of the tension. It is not easy to sort out the various factors involved in the dissatisfaction that seems to prevail in the university as it does in the world at large. While satisfaction with one's lot is not a widespread trait in humans, frank dissatisfaction seems to be more prevalent (or at least more overt) than in the past. In viewing the university, one can say that none of the groups that make it up seems to be happy. Probably there are many individual scholars on the teaching staff and in the student body who are content with their circumstances and who disregard the fact that it is not fashionable to be so, but the groups, generally speaking, express themselves as being profoundly concerned with the state of affairs. The students are the most vocal in their complaints, which they reiterate with monotonous regularity, only varying the theme slightly by the introduction of new ones from time to time to sweeten the brew; but the staff and even the administration have grievances which are not, by any means, inconsiderable.

Slow-down predictable

This slowing of the whole machinery of University Government was predictable (and actually predicted) when the plans for our new form of government were adopted; when it was decided, for example, to enlarge the Senate. This key body, the Senate, through which so much of the important business of the university must flow, had previously, when it was comprised of 39 members, encountered difficulties in getting things done; now, with 65 members, the difficulties are compounded. The Senate, vital though it is in this consideration, is, by no means, the only reason for this slowing down. The Senate has spent much time and will spend more, in trying to determine the subjects with which it should be concerned, about the procedures of business that it should follow, about the composition of its committees. This last mentioned problem, the composition of Senate committees, is as important a contributor to the "indecision" as almost any other factor. Stemming from an inability to decide upon the place of students on a number of the committees of Senate, or of committees upon which Senate is represented, a whole host of matters that should have been settled by now still await even consideration. However one may rationalize the situation, however hopeful one may be that these problems that are

holding us up at the moment will be solved in time, the fact remains that this indecision as I have called it, is disturbing to the whole university.

Adoption of French

We have for several years now, been considering the extent to which we should adopt French in the administrative and academic parts of the university. There is no doubt in my mind that, for practical reasons, we must develop on the administrative side competence in both languages and some time ago we started to move in this direction and by now we are fairly well advanced.

On the academic side, the situation is less clear and there is no official policy. The matter has not as yet been brought to Senate although it has been studied for some time by a sub-committee of the Academic Policy Committee. We shall, in time, develop a clear-cut policy; meanwhile, each of us should give the matter serious thought concerning the principles upon which our policy should be based.

My own thoughts in this connection have led me to the following conclusions:

That we are, and always have been, an English-speaking university and that we should remain so. This, I think, is so self evident that were I not forced by the pressures of the moment, I would hesitate to say it.

Overcoming the immediate reflex surge of resistance that is loosed by the suggestion (or worse, demand) that we should convert to another language in a short space of time, one can ask the sober questions — why should we do it? Could we do it? If not, should we depart and let someone else take over? And if we were to do this, would anyone gain from this abandonment of an institution that has been for years and still is serving many a useful academic purpose and many people from near and far? Who would serve the English-speaking population of this province — or would there be anyone to serve them in their own language? The questions flow on almost indefinitely but the answer for each leads me back to the inescapable conclusion that we must continue as we are basically, primarily, plainly English-speaking.

Expressed in terms of academic or curricular policy, this means to me that all our obligatory courses should be in English as should the bulk of our elective courses.

There are places, many of them and unequally dispersed throughout the university, where there is ample academic justification for instituting elective courses in

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FORUM

Erratum

To the Editor:

Then there was the newspaper that ran the apology:

"In last week's issue we wrote that Mr. X was a defective in the police force. Of course we meant to say that he was a detective in the police force."

Please don't bother with an erratum for me

Allan C. McColl
Director of Finance

Generation gaps

To the Editor:

In your interview with Professor Theall (McGill Reporter, vol. I, No. 22, 10 March 1969) the latter most highly commended the statement of the Cox Report on the disturbances at Columbia: "The present generation of young people in our universities is the best informed, the most intelligent and most idealistic this country (and Canada's situation is similar) has ever known. This is the experience of teachers everywhere." Professor Theall probably followed his well-established satirical bent when he emphatically called this statement "very true." Doubtless this statement expresses a comforting doctrine for all those who have the privilege of teaching students at present, but particularly for those who hope to rise to academic office and power through the support of students. For have they not been chosen by the elect? But are the assertions made by the Cox Report really true? Are they based on empirical evidence? Is, in fact, the last assertion at least, not a hypothesis that cannot be tested and therefore lacks explanatory power as well as scientific status? And is it not highly improbable that reliable data exist to prove the first two assertions? Furthermore, what could the personal experience of present-day teachers usefully say about students in earlier centuries? Are these sweeping assertions not, at their best, myths and at their worst, the clap-trap of non-thought? Are they not even unfair to present-day young people by arousing false expectations which can only cause frustration?

Professor Theall himself does not quote any evidence in support of these assertions, but he does praise Mark Starowicz's propagandistic editorship of the McGill Daily. "Starowicz is superb at what he's doing, and knows precisely what he's doing. He's doing it well." So did, of course, Dr. Goebbels, the Nazi propaganda chief! If the McGill Daily were, however, taken as an example of the intellectual and moral level of present-day students, it would refute the Cox Report's assertions and thus invalidate Professor Theall's commendation. The Daily has offered a very poor intellectual diet, indeed, not improved by a narrow-minded, presumptuous, sanctimonious attitude which belies genuine idealism. Fortunately, it is very likely that the majority of students is much more intelligent, more sensible, and more likeable than the propagandists of the Daily. My own personal experience certainly leads me to believe so.

In the second installment of his interview (McGill Reporter, vol. I, No. 24, 17 March 1969) Professor Theall is once more ironic in stating that "seeing the whole spectrum of the media of expression" leads to "changes in the quality of scholarship" (by which he presumably means literary scholarship). But does this view not give rise to yet another myth? For there is no necessary correlation between the discovery of a new perspective and a change or improvement in the quality of scholarship. We do, in fact, not know what brings about a change

or improvement in the quality of scholarship. At most the scope of scholarship can be widened by a new perspective. The quality of scholarship, in the last resort, depends on the individual scholar's intelligence and perspicacity, his sensitivity and imaginative insight. There is no sure way to further or produce these qualities.

To speak about differences in the quality of scholarship between different eras is exceedingly difficult. Not is it any easier to draw up a balance-sheet between various generations of students. Without the benefit of the historical perspective it is foolhardy. We should therefore be on our guard against those who create, espouse, or promote mythologies, especially in these days of academic turmoil. Yet, on reflection, has the public spreading of mythologies not always been the prerogative of highly placed academic figures? So at least Stephen Leacock tells us in his classic *Afternoons in Utopia*. But is it not against these mythologizers that the present generation of young people in universities so vehemently professes to protest? And are they not right in doing so, provided they do not fall into the very trap want to get rid of?

Hans Reiss
Visiting Professor of German

Arts Building

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radio, and television. The Information Office, which had been responsible for making arrangements for the media, had issued some 300 special press passes.

Two brief press conferences were held. Vice-Principal Shaw spoke to the press just before the demonstration and Dr. Robertson delivered a statement late in the night after the dispersal of the crowd at the Roddick Gates.

The Principal said that there appeared "to be no serious injuries and no serious damage." He expressed the University's "most sincere thanks" to the police "who were in control of the crowd" and to the members of the public "for cooperating so well in clearing the campus."

"At the moment, the campus is quiet; we hope it will stay this way," he concluded.

Principal's text

Continued from page 2

French, whereby the offerings of a department can be greatly enriched and whereby we can enter, by the only proper means available to us, into the cultural life of our French colleagues, and this I say, without any reservation, is a highly desirable objective for which we should strive.

I wish that it were easier to stand up for oneself without appearing to be against everyone else. I expect that, as I say that I believe that we must remain an English-speaking university, I shall be accused of being anti-Quebec and of not caring for the welfare of the majority of its people. This is not the case. I believe that I am as intent as anyone in this country to see Canada flourish; to see a real understanding develop between its peoples and I submit that McGill can best contribute to this end by doing what it knows how to do in the way that it can best do it.

It is perhaps worth recalling that within a short space of time (less than two years), there have been effected enormous changes in the Government of the university, such as the formation of the new Senate — a majority of which is now composed of elected members of the teaching staff and on which the student body is now

significantly represented. Staff participation in the faculties has been increased, as it has been in the departments, and the students are now participating in the working of these structures.

It is not surprising that this process of change has not been effected smoothly in all areas, nor that the workings of these bodies should have been impeded in varying degrees by these changes, but it is to be feared that impatience will interfere with the proper trial of these new structures to an extent that it may negate any improvements that should result. To suggest that we take time now to test these new structures and give them a chance to operate before making further changes is of course to expose oneself to the dreaded criticism that one is trying to preserve the status quo; but I do suggest it as a general policy for the present and, in so doing, I am unable to resist the temptation to point out that, in most instances, the status quo that one is aiming to preserve has only been quoing for a few weeks or months.

Financial problems

The battle for equitable support, in which we were first engaged six years ago, continues and while, in recent years, we have made great progress, we are still far from satisfied. The money that is available to us to spend each year (taking into account all sources of income) is still considerably less than that available to comparable universities in the Province. In this current year we shall incur a deficit of close to \$3 million. This was foreseen at this time last year when we learned what the Government grant was to be, but it was agreed that we would have to run this deficit, for there was no way in which we could reduce salaries or cut down on staff or equipment without seriously injuring the ability of the university to run properly and of damaging the morale of staff, students — indeed, all members of the University.

Our negotiations this year are (I hope) not yet completed but there is every indication that we shall have to face again a situation almost precisely the same as last year. I plan to discuss this matter with you in more detail at our next meeting. For the present, suffice it to say that maintaining our salary position and the general level of the university's operation which we fully intend to do, will almost undoubtedly involve us in another serious deficit; we shall probably find it necessary to restrict expansion in some areas and impossible to initiate new ventures. The immediate prospect, thus, is much less bright than one would have desired but, in viewing the trend over the years and the prospects for the establishment of a grants committee, I maintain my confidence that our financial affairs will eventually become stabilized at a more satisfactory level, providing we show no signs of weakening academically.

Intimation of attack

Early in February we received the first intimation that McGill would be physically attacked on the night of March 28. Shortly thereafter the press started to carry stories of the planning. We have received rumours and threats concerning the nature of the attack that have ranged from full scale occupation of the buildings with appropriate destruction here and there, to a simple peaceful demonstration outside the campus at which a plea of francization of the university would be made. We have of course no indication as to what is planned or what may develop — be it planned or unplanned. We have therefore made preparations to protect the university's property and, in the firm belief that to encourage the student body or the staff to resist this invasion if there is to be one, can lead to the most serious effects, we are asking all members of the staff and of the student body, except for those who have been asked to undertake specific duties, to keep away from the campus tonight.

There is good reason to believe that some of our students and staff members have been involved in the planning of this demonstration. It is conceivable that some of them genuinely believe that McGill has not been serving the Province or the country well and that it would be better if it became a French language university. With these I can only disagree completely. For, if they do really believe what they say, their right to demonstrate peacefully cannot be denied. But there are others whose actions cannot, by any stretch of the imagination be justified in this way. As was pointed out in a recent editorial in *La Presse*, this sudden interest towards the Francophones in Quebec and the new-born love affair with Raymond Lemieux are indeed suspect, and I find it impossible to believe that the motive here is to help Quebec by these means any more than it has been to help McGill, its students and teachers during the past year or two. The motive as I see it in both cases is the same: to create confusion and chaos. Thus one can have no sympathy with it.

It may be, I sincerely hope it will be, that the spread of bilingualism in this province, which is bound to occur, will be spearheaded by this university and, as part of the process we can expect that for this, and other reasons, we shall see an increasing number of applicants from the French-speaking population. These, I believe, we should consider, as we have always done, in the same fashion as we consider all applications, without establishing a quota, or setting a goal, basing the decision to admit or reject primarily upon academic qualifications. This will lead, I have no doubt, to an increasing population of French-speaking students at McGill which eventually we should welcome, but in doing so, we need not veer from our basic position.

Academic excellence

Academic excellence is a shopworn term which has been used so much and so loosely as to have almost lost its value in common parlance. But there comes a time, and this is surely it, when one has to revert to it, for it is upon our ability to achieve excellence academically that our whole future depends. Other routes to success, or survival, have been suggested to us. Today's advice, from an acutely unreliable source, is that we should transform ourselves overnight (tonight in fact) into another kind of university — more appealing to the majority, it is said; yesterday's advice — and it will certainly be the same tomorrow — is that we engage as a university in political activities. This latter suggestion is, for my money, no less dangerous than the first, for, if followed, it would surely destroy us academically.

We shall survive and we shall succeed only if we hew to the line of academic excellence, if we expend all our efforts to this end and eschew the sometimes tantalizing but always deceitful other courses.

It is to the members of the teaching staff that credit should go for any success that McGill has had in the past and it is obviously upon you that our future depends.

It is for this reason that I have welcomed the changes that have taken place that have given the staff more de jure power to bolster what has always been a high degree of de facto influence. I couldn't resist pointing out at a meeting of the Department Heads earlier in the year that students do not seem to realize that the members of Faculty always control what is taught, practically always control who teaches it (i.e., who is appointed) and therefore, how it is taught, always control the curriculum and always decide what research is to be done.

Students seem to feel that by some form of extrasensory perception the Governors control it all and thus they vent their whole spleen on the Administration — and I've never felt that it would be sporting to disabuse them.

But the fact remains that our future hangs on how well we teach, how well we research (not on how well we integrate, socialize, politicize or francicise) and from this fact I derive the confidence and optimism that I am trying pass on to you at a time when we all need to realize that we have a lot of strength and that if we use it sensibly we can withstand any sort of attack.

coming events

31 MARCH TO 7 APRIL

Send notices, photos, of Coming Events to: Joy Macurdy, 392-5306, Information Office, McGill—by Tuesday, 5 p.m., one week in advance.

MONDAY 31

VERDI REPERTORY CINEMA: Peter Brook's "Marat/Sade." Last day. 5380 Boul. St. Laurent. Telephone, 277-4145.

MIGUEL GARCIA—FLAMENCO GUITARIST: Instant Theatre, Place Ville Marie. 12:00, 12:40, 1:20 p.m. 878-2589.

IMPLICATIONS FOR INTERPROFESSIONAL COLLABORATION AND FOR PROFESSIONAL PRACTICE AND TRAINING: Seminar on social problems and professional approaches. Panel: Prof. Maxwell Cohen (Dean, Faculty of Law), Dr. David J. Lewis, (Allan Memorial Institute), Prof. C. G. Gifford (McGill School of Social Work). 8 p.m., Moot Court, Faculty of Law, 3644 Peel. Information, 842-1251, ext. 561.

AMÉDÉE, OR HOW TO GET RID OF IT: Eugene Ionesco's play about the trials and tribulations of two necrophiliacs. Presented by the McGill Players. 8:30 p.m., Union Theatre. Information, 875-5517.

TUESDAY 1

VICE PRINCIPALS' ADVISORY GROUP MEETING: 10 a.m., Room 609, Administration Bldg.

MEETING OF DEANS: 12:15 p.m., Principal's Office.

MAUT COUNCIL MEETING: 12:30 p.m., Faculty Club.

SEMINAR ON SEMINARS: Graduate Faculty discussion on the pros and cons of seminars. Panelists: Miss Nathalie Barton (Dept. of Italian), Mr. A. Krishtalka (Dept. of History), Prof. Trentman (Humanities, Vice-Dean), Prof. Salisbury (Sociology, Chairman) and Dean Frost, moderator. 4 p.m. Leacock Council Room.

KEITH CALLARD LECTURE IV: "Regional Mobility in the Changing Political Scene," by Dr. A. L. Mabogunje, (Univ. of Ibadan, Nigeria). Sponsored by the Centre for Developing-Area Studies. 4 p.m., L-219. Further information, 392-5321.

LIPIDS IN THE CEREBRAL GANGLION OF A POLYCHAETE WORM: Dept. of Zoology seminar with Dr. J. R. Marsden (Zoology Dept.). Stewart Bldg., S 3/3, 4:30 p.m.

UNIVERSITÉ LAVAL: Conférence du Dr. Byung Chan Eu, du département de chimie de l'Université McGill. Sujet: "Reaction Cross Sections and Reaction Rates." 17h. Salle 1216, Pavillon Vachon (sciences pures). Information, 656-2572, Québec.

OCHO NOVELAS DE MIGUEL DELIBES: Dept. of Spanish Language

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INFORMATION OFFICE:

Albert A. Tunis, Director; H. E. Thomas, Suzanne Côté, Margot Clark, Stuart Gilman, Gordon Thomson (Macdonald College), Robert Reid, Einar Vinje, and Chris Payne

and Literature lecture by Prof. Amelia de del Rio (Barnard College, Columbia Univ.) 5 p.m., L-132. Further information, 392-4600.

CINE-CRIMINOLOGIE: U. of M. presents two films of interest to criminology students. "Le Pickpocket," by Robert Bresson. "Devil's Angels," by David Haller. 19h. 30. Salle du Gesù, 1200 Bleury. Admission 75¢.

COMPETITION FOR NESTING SITES AMONG HOLE NESTING BIRDS: Dept. of Entomology Seminar with Dr. W. D. McLaren (Zoology, McGill). 8:30 p.m., Room B-224, Biology Bldg., Macdonald College.

WEDNESDAY 2

UNIVERSITÉ LAVAL: Cours sur "L'art de la pantomime," par Rolf Scharre, mime allemand. 10h, 14h, et 20h. Théâtre de la Cité universitaire. Information, 656-2572, Québec.

WOMEN ASSOCIATES: French Conversation Group, 2 p.m. Peterson Hall, 3460 McTavish. 731-7012.

MONTREAL FOLK WORKSHOP: Arthur Kendrick. Moose Hall, 3485 Park. 849-8895.

CONTEMPORARY APPROACHES IN THE TEACHING OF MUSIC TO YOUNG CHILDREN—A DEMONSTRATION: Faculty of Music seminar with Miss Margaret Tse (Instructor in special techniques, School Music program). 3 p.m., Redpath Hall. Admission free.

PRO INSULIN AND THE BIOSYNTHESIS OF INSULIN: Biochemistry Dept. seminar with Donald F. Steiner (University of Chicago). 5 p.m., Palmer Howard Theatre, McIntyre Medical Sciences Bldg.

UNIVERSITY OF VERMONT: "La Veine Comique dans le Théâtre Française de Molière à Ionesco." Lecture by Dean Bourcier (Middlebury College, French School). 8 p.m., Room 543, Waterman Bldg., Burlington, Vermont. Open to interested people.

DAY NURSERY MEETING: For all parents interested in organizing a day nursery at McGill. 9 p.m., Strathcona Medical Bldg., Room MZ 15. Further information, 733-5176, after 6 p.m.

THURSDAY 3

SENATE COMMITTEE ON DEVELOPMENT: 2:30 p.m., Room 609, Administration Bldg.

BIOLOGICAL SCIENCES (Div. III) EXECUTIVE COMMITTEE: 4:10 p.m., Room 3/4, Stewart Biology Bldg.

UNIVERSITY OF VERMONT: Showing of Marshall McLuhan's film, "The Medium is the Massage," and discussion. 4 p.m., Room 235, Life Science Bldg. Free.

POLYMER THURSDAYS LECTURE: "Observations of Plastic Yield in Glassy Polymers by Creep Experiments." Chemistry Dept. presentation by Prof. R. D. Andrews (Stevens Institute of Technology, Hoboken, N.J.). 4:30 p.m., Otto Maass Chemistry Bldg., Room 10.

NFB PUBLIC SCREENING: "La Fleur de l'Age," (Michel Brault, 26 min., b/w). "Lonely Boy," (Wolf Koenig, 26 min., b/w). "Fabienne sans son Jules," (Jacques Godbout, 27 min., b/w). "Ride for your Life," (Robin Spry, 10 min., color). 8 p.m., Botanical Gardens Auditorium, 4101 Sherbrooke St. E. Admission free. Information, 879-4823.

YELLOW DOOR COFFEE HOUSE: David Rea of Toronto. Previously backed up Gordon Lightfoot and Ian & Sylvia. Now doing his own songs. 3625 Aylmer. To April 5.

FRIDAY 4

EASTER VACATION: No lectures. Administrative offices will be closed, through April 7.

HANDEL'S MESSIAH: (Parts 2 and 3). The Church of St. Andrew and St. Paul, choir of 75 voices. 8 p.m. Admission free.

RAVI SHANKAR: India's great sitarist, accompanied by Alla Rakha, tabla. 8:30 p.m., Salle Wilfrid-Pelletier. 842-2112.

RADIO CANADA PUBLIC CONCERT: Quatuor Smetana (archets). 8:30 p.m. Salle Claude Champagne, 200 Bellingham Road. Admission free, with tickets from Radio Canada.

UNIVERSITY OF VERMONT: Opening of Fleming Museum exhibit, "Project 207," by undergraduates in Contemporary Art. Through April 27. Burlington, Vt.

SATURDAY 5

MINING AND THE CHALLENGE OF THE FUTURE: McGill Lecture for High School Students by Dr. F. T. M. White (Dept. of Mining Engineering). 10 a.m., PSCA. Tickets from Miss E. J. Beswick, 392-8084.